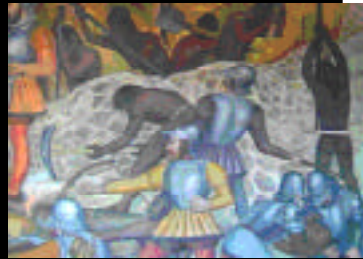


The Conquistadors and the Aztecs

**from the
*Exploring the World Series***



Teacher's Guide

Conquistadors and the Aztecs
from the
Exploring the World Series

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THE CONQUISTADORS AND THE AZTECS

Grades 2-5

Viewing Time: 12:00

INTRODUCTION AND SUMMARY

This program, photographed in Spain and Mexico, takes a look at how Spanish civilization was brought to North America. It begins with a look at the tremendous differences that existed between the Aztec and Spanish cultures 500 years ago. Students find out how and why the Spanish came to the New World and learn some of the details of the conquest of Mexico. Students also learn some of the long-term effects colonization by Europeans had on the people of the New World.

CURRICULUM STANDARDS

The design for this program was guided by the curriculum standards of the states of Texas, California, and Illinois, as well as the National Center for History in Schools (U.C.L.A). In accordance with these guidelines, we have attempted to help students...

- Describe the roles of important explorers and conquerors who sought new trade routes, economic gain, adventure, national glory, and the glory of God.
- Identify the routes of the explorers and conquerors.
- Describe how technological advantages, such as guns, cannons, metal armor, and the domestication of the horse, helped the European conquerors defeat the native tribes of the New World.
- Describe what happened to the native peoples as a result of European colonization.

- Develop improved concepts of time and chronology, as well as a vocabulary appropriate to these subjects.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you review history textbooks on the subject of early European world exploration. We also advise you to preview the video and review this guide and accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected hand-out materials from the blackline masters included with this guide.

STUDENT OBJECTIVES

After viewing the video and participating in the follow-up activities, students should be able to...

- Describe some aspects of life among the Aztec people of Mexico.
- Compare and contrast the people of 16th century Spain to the Aztecs of Mexico.

- Describe some of the motivations behind European colonization.
- Describe some of the effects of European colonization on native Americans.

TEACHER PREPARATION

Set up a “Learning Center” or table display on the Spanish and the Aztecs using some of the following things, as well as anything else you feel might be helpful: native foods of the Aztecs, such as cacao, chiles, squash, beans, tomatoes, pineapples, avocados, Indian corn, mangoes, papayas, and tortillas; other New World foods, such as potatoes and tobacco; photos of Aztec temples or of other native cities in Central America, such as Tikal, Teotihuacan, Tula, and Chichen Itza; photos of Spain; maps showing Spain, Spanish colonies in the Caribbean, and the empire of the Aztecs; any artifacts of Spain or the native tribes of Mexico; photos of old guns, cannons, armor, and horses.

STUDENT PREPARATION

Before viewing *The Conquistadors and the Aztecs...*

1. Introduce to or review with your students the meaning of the following vocabulary words and terms. These are also found on **Activity Sheet 2, Vocabulary List**.

age: A certain period of time in history.

Age of Exploration: A period of history that began in the 1400s and lasted about 300 years, during which Europeans began to cross the oceans to explore the world.

armor: Metal helmets and coverings used to protect the body from weapons.

Aztec: The great tribe that ruled five million people in Mexico in the 1400s and early 1500s.

canal: A humanmade waterway for irrigation or transportation.

Catholic: A person who follows the Roman Catholic religion.

cathedral: A large Christian church; a church that is the headquarters for a bishop.

Central America: The countries that lie between Mexico and South America.

civilization: The total culture of a people, a nation, or a time period.

colonial empire: All of a country's colonies form a colonial empire. At one time, the colonial empire of Spain stretched from way to the north of Mexico to the tip of South America.

conqueror: A person who conquers.

conquest: The act of defeating or conquering an enemy.

conquistador: The Spanish conquerers in the New World in the 1500s.

colony: A group of people who settle in a distant land but stay under the rule of their native land.

Cortez, Hernando, (1485–1547): The man who led the Spanish conquest of Mexico from 1519–1521.

Cuba: The largest island in the Caribbean Sea. Cortez was appointed by the governor of Cuba to lead an expedition to Mexico in 1519.

empire: A state that unites many different lands under one ruler.

emperor: The ruler of an empire.

expedition: A journey for a certain purpose, such as war or exploration.

Inca: A powerful tribe that ruled an empire of six million people in Peru and other parts of western South America. The tribe was defeated by the conquistadors of Pizarro in 1533.

irrigation: A system of canals or ditches used to bring water to crops.

Mexico City: The capital city of Mexico which was built after the Spanish destroyed the Aztec capital of Tenochtitlan.

missionary: A person sent out by a church to preach or teach religion in a foreign country.

Montezuma II: The emperor of the Aztecs from 1502 to 1520.

Native American: The native people of North and South America.

New Spain: The name given to the Spanish colony in Mexico.

Pizarro, Francisco, (1475–1541): The Spanish conqueror of the Incas (1531–33).

priest: A man who performs religious ceremonies.

Quetzalcoatl: An Aztec god known as “ the plumed serpent.” Montezuma II welcomed Cortez thinking he was Quetzalcoatl.

Roman Catholicism: The largest, and one of the oldest Christian faiths, that recognizes the pope as the supreme head.

sacrifice: An offering to a god.

settlers: People who leave their home country to start new lives in another land.

temple: A building used for worship.

Tenochtitlan: The capital of the Aztec empire.

2. Have students explore the “Learning Center” on *The Conquistadors and the Aztecs* (see page 3).

INTRODUCING THE VIDEO

- Introduce the video with a description of the country of Spain, its land and people.
- Talk about some of the great civilizations of the New World: the Aztec, Inca, Maya, Toltec, Anasazi.

An optional **Pre-Test** is provided on **Activity Sheet 1**. This test will help you determine the level of student comprehension prior to participating in this lesson. An Answer Key begins on page 8.

- If you choose to do so, distribute **Activity Sheet 8, Video Quiz**, which contains the questions found at the end of the program. The quiz may be taken immediately following the video presentation or at a later date after students have participated in other related activities.

- **Present the video.** The viewing time is 12:00. The program is followed by a short optional video quiz.

FOLLOW-UP DISCUSSION

It is recommended you involve students in a brief discussion after viewing the video and before beginning the Follow-Up Activities. To help the students who are visual learners, distribute **Activity Sheet 9, Discussion Questions**. Introduce the following questions and help students identify the things that contributed to the Spanish conquest of the Aztec.

1. What were some of the the main reasons Cortez wanted to conquer the Aztec?
2. What were some of the biggest advantages the Spanish had over the Aztecs?
3. What role did the religious beliefs of the Spanish play in the way they treated the Aztec people?
4. How did the country of Spain benefit from the work of the conquistadors?

FOLLOW-UP ACTIVITIES

There are 10 blackline master activity sheets provided for this program's lesson. In addition to the Pre-Test, the other activity sheets may be used during the program's presentation, immediately following the program's presentation, during other class time, or as homework

assignments. Answers for the activity sheets begin on page 8.

Materials Needed for Blackline Master Activities

- Pen and pencil
- File folder or portfolio
- Activity Sheets 4, 5, and 6: colored pencils or markers; scissors; and glue

Activity Sheet 3, Weapons for Conquest, helps students identify the superior things that helped bring about the Spanish conquest of Mexico.

Activity Sheets 4, 5, and 6, An Aztec Warrior's Shield, indirectly teaches the Aztec's inferior means of defense against the Spanish weapons, which are represented on **Activity Sheet 3, Weapons for Conquest**. Activity Sheet 6 may be copied onto card stock and cut out for a better display of the students' work.

Activity Sheet 7, Tenochtitlan, the Aztec Capital, helps students better understand the sophisticated skills of the Aztecs regarding architecture and city planning, as well as integrating a practice activity on addition and subtraction.

Activity Sheet 10, Crossword Puzzle, challenges students to use some of the words from the vocabulary presented in the program.

EXTENDED LEARNING ACTIVITIES

Written or oral reports could be prepared on the following subjects:

- Biographical sketches of Cortez, Montezuma II, Pizarro.
- Life in Tenochtitlan before Cortez; life in Cuzco (the Inca capital) before Pizarro.

ANSWER KEY

Activity Sheet 1, Pre-Test

1. False, the Aztec lived in North America.
2. True
3. False, the Spanish had the first colonies in the New World.
4. True
5. True

Activity Sheet 2, Vocabulary Worksheet

1. Montezuma, Quetzalcoatl, Tenochtitlan
2. cathedral, temple
3. Cuba

Activity Sheet 3, Weapons for Conquest

1. guns/muskets; crossbows; horses; suits of armor; cannons
2. gold
3. Answers will vary but should include the following:
These weapons were never seen before by the Aztecs because they did not exist in the New World. To the people of Mexico, the Spaniards were both a wonderful and yet terrifying sight.

These weapons proved to be important to the conquistadors because crossbows, guns, and cannons were superior to the Aztec weapons. The conquistadors also had horses, which gave them the ability to attack more swiftly and from a higher position. The Aztecs did not know how to defend themselves against weapons they had never seen before.

Activity Sheet 7, Tenochtitlan, the Aztec Capital

8, 6, 5, 9, 16, 8, 17, 17, 23, 17, 10, 12, 12, 13, 10, 15, 6

Activity Sheet 8, Video Quiz

1. False, they had good irrigation systems.
2. True
3. True
4. False, it was bigger.
5. False, they had no guns or cannons.

Activity Sheet 10, Crossword Puzzle,

M
E S
X P
I AZTEC
C I O
CORN N
Q
U
I P
S INCA
CORTEZ O
A A L
D R O
O R N
R O Y

SCRIPT OF VIDEO NARRATION

The great Age of Exploration began in Europe over 500 years ago, and it brought about changes in the world that are still with us today. Most of the really big changes began to happen when European governments started setting up colonies on the new lands they had discovered, because whenever new colonies were founded, European settlers, looking for land or gold, soon followed.

The European settlers took the best property for themselves, and the native people, whose ancestors had been living on these lands for thousands of years, had to leave, and sometimes died or were forced into slavery.

In this program, we will find out what happened between the years 1519 and 1521, when a small group of Spanish soldiers, called the Conquistadors, which means “the conquerors,” destroyed the mighty Aztec empire of Mexico, and turned it into a colony of Spain.

For countless centuries, long before the time of Christopher Columbus, the continents of North and South America had been home to hundreds of different tribes of native people. Many of them led simple lives, and lived in teepees, like this one, or in houses like this one made of bark and sticks, while other tribes built stone cities hidden in the cliffs.

But of all the native tribes in the New World, none of them could match the people of Mexico when it came to the civilizations they had developed. Because, long before the Spanish conquered them, the people of Mexico had been building large cities, like this one, in many parts of their land, and, 500 years ago, in the central part of Mexico, on an island in a huge lake that was ringed by volcanic mountains, there once stood a city more fantastic than any other in the New World—a city called called Tenochtitlan, the capital of the powerful Aztec empire.

In 1502, before the Spanish arrived in Mexico, the capital of the Aztec empire had a population of 100,000 people, making it bigger than any city in Spain. Tenochtitlan was a colorful place of huge stone buildings that were decorated with beautiful carvings.

It was where the Aztec emperor Montezuma II lived, a city of canals and wide streets, where dancers danced, musicians played, and where people came to shop in an open-air marketplace, where you could buy almost anything. And in it, just like in the much smaller marketplaces found in Central America today, you could find people selling cloth, which they wove by hand, or birds, that were prized for their beautiful feathers. In the Aztec markets, you could always buy lots of delicious fruit, as well as many kinds of freshly picked vegetables. But of all the crops raised by the Aztec, the most important was corn, because it could be ground into flour to make tortillas, one of their favorite foods.

Even though the Aztec did not have plows to till the soil, corn and other crops were planted in fertile fields outside the city, fields that were criss-crossed with canals that brought water for irrigation.

A long time ago, to get from one place to another, the Aztec would paddle down these canals in boats they carved from logs. Today, nearly all of the old Aztec canals are gone, but in the famous floating gardens of Xochimilco, a few of the old canals still remain. Amazingly, they have become a place where modern-day Mexican families come to enjoy a pleasant afternoon to relax, listen to music, and eat food, while they float down waterways that were created by their ancestors hundreds of years ago.

Today, most people in Mexico are Christians, a religion that was first brought to the New World by Spanish missionaries. But before the missionaries came to Mexico, the Aztec

had their own religion. They worshipped many different gods, and the biggest buildings in their towns were temples to the gods.

It was high on the steps of these temples that Aztec priests made human sacrifices to the gods in the hope that, by pleasing them, they would bring rains and a good harvest.

In 1502, the Aztecs were the most powerful tribe in North America and the emperor ruled over five million people, yet he had never heard of Spain. But it was from here, in the country of Spain, that men were born who would come to conquer the great Aztec empire.

Spain is located in southwestern Europe. It is a mountainous land dotted with orchards and small villages, and Roman Catholicism is by far its main religion. Five hundred years ago, Spain was governed by King Ferdinand and Queen Isabella, the same rulers who, in 1492, gave Christopher Columbus the ships he used to cross the Atlantic Ocean.

After Columbus's first voyage to the New World, the Spanish had established colonies on several of the Caribbean Islands, including the biggest island, Cuba. It was in Cuba that the governor appointed a man to lead an expedition to Mexico to claim land, to develop trade, and to try to find gold. That man was Hernando Cortez, and he quickly developed his own ideas about this expedition—ideas of conquering and of becoming very rich.

In February of 1519, after sailing across the water from Cuba to Mexico, the Spanish ships landed and immediately started to unload their cargo.

To the people of Mexico, the Spaniards were both a wonderful and yet a terrifying sight because never before had

they seen big sailing ships, light-skinned men, suits of metal armor, crossbows, guns, cannons, or even horses. The reason they had never seen such things was that they did not exist in either North or South America, and it would turn out that it was these very things that would help bring about the Spanish conquest of Mexico.

The people living along the east coast of Mexico told Cortez about the cities of the Aztec that lay to the west and of the beautiful things of gold they made, and, because he loved gold, Cortez decided to go there. He was able to convince thousands of men from other tribes to join him, tribes who hated the Aztec because of the high taxes they had to pay, and because the Aztec often turned them into their slaves.

After the Spanish forces and the Mexican warriors left the coast, it took several weeks before they reached Tenochtitlan. Strangely enough, the Aztec emperor welcomed Cortez to the capital and showered him with gifts, thinking he must be their god, Quezatlcoatl. But the emperor soon learned that Cortez was anything but a god, because he had Montezuma arrested, while the Conquistadors, with their superior weapons, went about taking Aztec gold and destroying their temples.

The Catholic missionaries, who were part of the expedition, also went to work converting the Aztec people to Christianity, but soon the Aztec revolted against the Spanish, forcing Cortez to retreat from the capital.

But, in 1521, Cortez returned with more soldiers, and by then, the Aztec were very weak. They were starving and dying from the diseases they had caught from the Europeans, so it did not take long before they surrendered to the Spanish.

This time, Cortez and his Conquistadors completely destroyed Tenochtitlan, and then began to rebuild it in the

style of the great cities of Spain, renaming it “Mexico City.” In fact, a huge church, the national cathedral of Mexico, seen here, was built where an Aztec temple once stood.

After the conquest, many of the remaining Aztec people were turned into slaves, and for nearly the next 300 years, the Aztec lands of Mexico became a Spanish colony and were ruled by the King of Spain.

Ten years later, in 1531, in South America, another Spanish conqueror named Francisco Pizarro led 20 Conquistadors who overthrew the great empire of the Incas in Peru, bringing Spanish rule to that land as well.

If we look at some maps, we can see just how much land Spain once ruled in the New World. For awhile, the Spanish colonial empire that was begun by the Conquistadors, stretched far to the north into lands that today are part of the United States. and in South America, except for Brazil and a few other very small countries, the Spanish colonies reached all the way to the tip of the continent.

Now all the old Spanish colonies are independent countries, but the reminders of Spain are never very far away, because the Spanish language is still spoken and the customs and religious beliefs of Spain are still followed in all of these countries from Mexico to as far south as Chile.

Video Quiz

1. TRUE OR FALSE? The Aztec farmers had no knowledge of irrigation.
2. TRUE OR FALSE? The Aztec people had never seen horses until Cortez arrived in Mexico.
3. TRUE OR FALSE? The Aztec people thought that by sacrificing human lives they would have better crops.

4. TRUE OR FALSE? In 1502, the Aztec capital city was slightly smaller than the the biggest city in Spain.

5. TRUE OR FALSE? Aztec guns and cannons were better than those of the Spanish.

THE CONQUISTADORS AND THE AZTECS**Pre-Test**

Directions: Answer each question either TRUE or FALSE:

1. The Aztec and Inca tribes both lived in South America. _____
2. The Spanish were Christians long before the Aztec began to follow that faith. _____
3. The English had 13 colonies in North America before the Spanish had even one colony. _____
4. The tribes of the New World did not have guns or gunpowder before the Spanish came to their land. _____
5. Many parts of present-day United States were once ruled by the king of Spain. _____

THE CONQUISTADORS AND THE AZTECS

Vocabulary List

age: A certain period of time in history.

Age of Exploration: A period of history that began in the 1400s and lasted about 300 years during which Europeans began to cross the oceans to explore the world.

armor: Metal helmets and coverings used to protect the body from weapons.

Aztec- The great tribe that ruled five million people in Mexico in 1400s and early 1500s.

canal: A humanmade waterway for irrigation or transportation.

Catholic: A person who follows the Roman Catholic religion.

cathedral: A large Christian church; a church that is the headquarters for a bishop.

Central America: The countries that lie between Mexico and South America.

civilization: The total culture of a people, a nation, or a time period.

colonial empire: All of a country's colonies form a colonial empire. At one time, the colonial empire of Spain stretched from way to the north of Mexico to the tip of South America.

conqueror: A person who conquers.

conquest: The act of defeating or conquering an enemy.

conquistadors: The Spanish conquerers in the New World in the 1500s.

colony: A group of people who settle in a distant land but stay under the rule of their native land.

Cortez, Hernando, 1485–1547: The man who led the Spanish conquest of Mexico from 1519–1521.

Cuba: The largest island in the Caribbean Sea. Cortez was appointed by the governor of Cuba to lead an expedition to Mexico in 1519.

empire: A group of different countries or states under one ruler.

emperor: The ruler of an empire.

expedition: A journey for a certain purpose, such as war or exploration.

Inca- A powerful tribe that ruled an empire of six million people in Peru and other parts of western South America. The tribe was defeated by the conquistadors of Pizarro in 1533.

irrigation: A system of canals or ditches used to bring water to crops.

Mexico City: The capital city of Mexico that was built after the Spanish destroyed the Aztec capital of Tenochtitlan.

missionary: A person sent out by a church to preach or teach religion in a foreign country.

Montezuma II: The emperor of the Aztecs from 1502 to 1520.

Native American: The native people of North and South America.

New Spain: The name given to the Spanish colony in Mexico.

Pizarro, Francisco, 1475–1541: The Spanish conqueror of the Inca (1531–33).

priest: A man who performs religious ceremonies.

Quetzalcoatl: An Aztec god known as “the plumed serpent.” Montezuma II welcomed Cortez thinking he was Quetzalcoatl.

Roman Catholicism: The largest, and one of the oldest Christian faiths, that recognizes that pope as the supreme head.

sacrifice: An offering to a god.

settlers: People who leave their home country to start new lives in another land.

temple: A building used for worship.

Tenochtitlan: The capital of the Aztec empire.

Vocabulary Exercise

Directions: Answer the following questions. Use the back of this sheet if necessary.

1. From the vocabulary list, find three Aztec words.
2. From the vocabulary list, find two words that can be used to describe places where religious services are held.
3. From the vocabulary list, find the name of a large island.

THE CONQUISTADORS AND THE AZTECS

Weapons for Conquest

Directions:

1. Draw a line from the conquistador to the things that especially helped bring about the Spanish conquest of Mexico.
2. Circle the item that the conquistadors wanted most from the Aztecs.
3. On the back of this sheet, write a short essay explaining why certain things helped the conquistadors conquer thousands of Aztecs.

knives

crossbows

suits of metal armor

dogs

diamonds

shields

axes



guns/muskets

horses

fishing nets

gold

slingshots

cannons

spear throwers

Conquistador
A Spanish Conquerer

THE CONQUISTADORS AND THE AZTECS

An Aztec Warrior's Shield

Aztec warriors wore feathered suits. A high-ranking warrior wore an elaborate suit of feathers along with a feathered headress and a feathered shield. Follow the directions below and make a model of an Aztec warrior's shield.

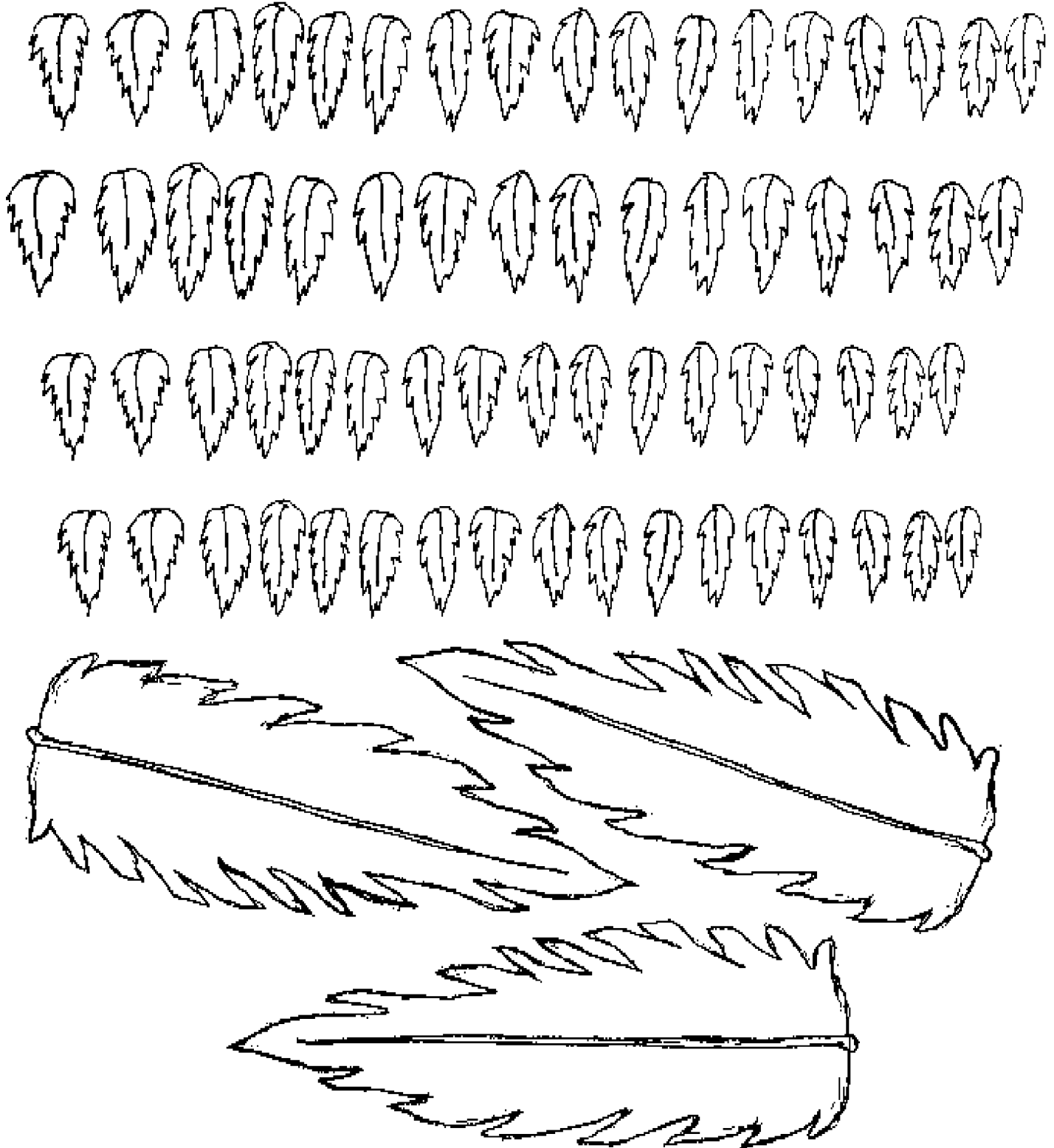
Directions:

1. Color the features below and on Activity Sheet 5, using several bright colors.
2. Carefully cut out the feathers.
3. Arrange the smaller feathers according to the pattern on the shield found on Activity Sheet 6 or design your own pattern.
4. Glue the smaller colored feathers onto the shield.
5. Attach the larger feathers to the bottom edge of the shield.
6. Display your shield.



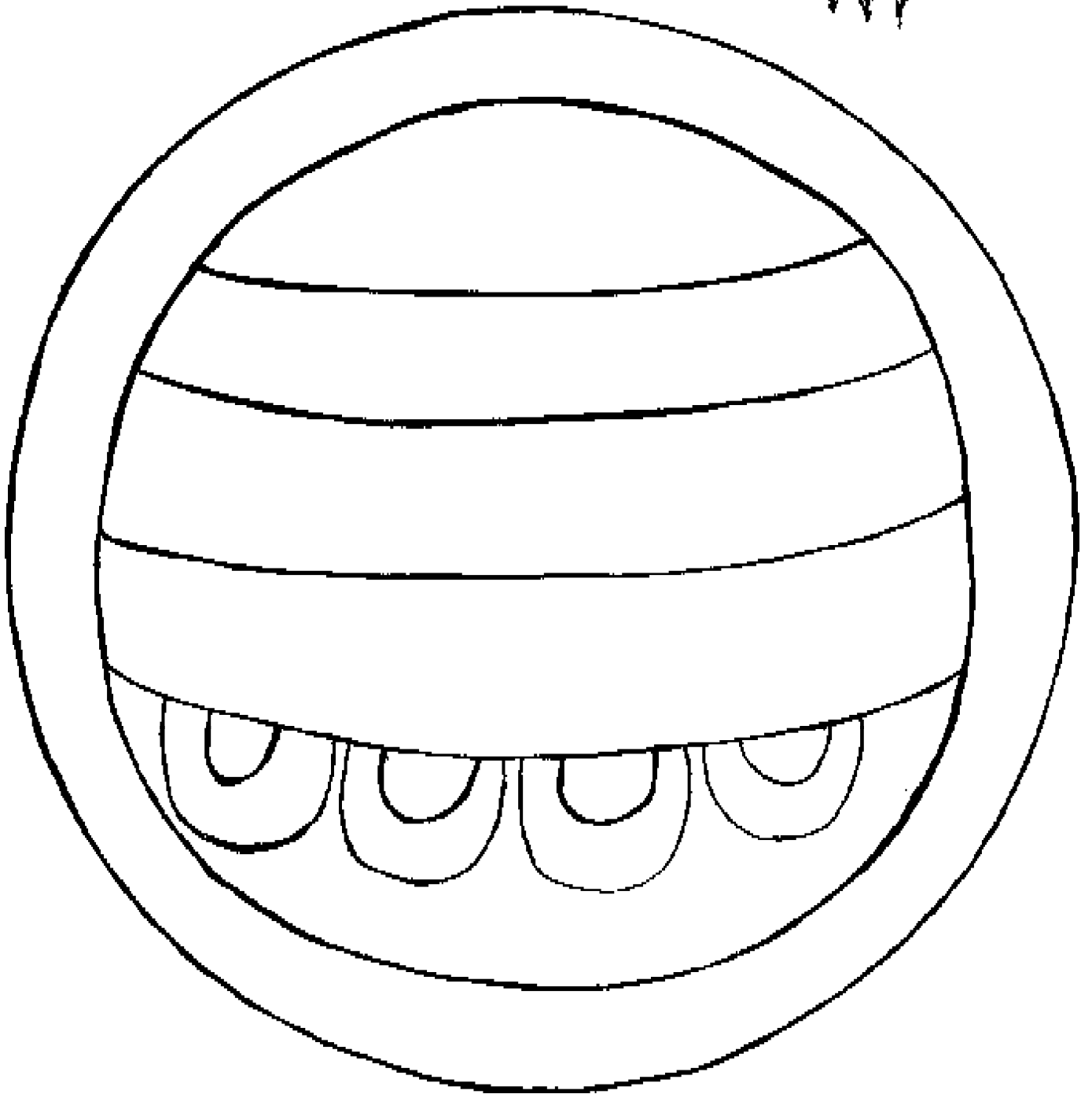
THE CONQUISTADORS AND THE AZTECS

An Aztec Warrior's Shield



THE CONQUISTADORS AND THE AZTECS

An Aztec Warrior's Shield

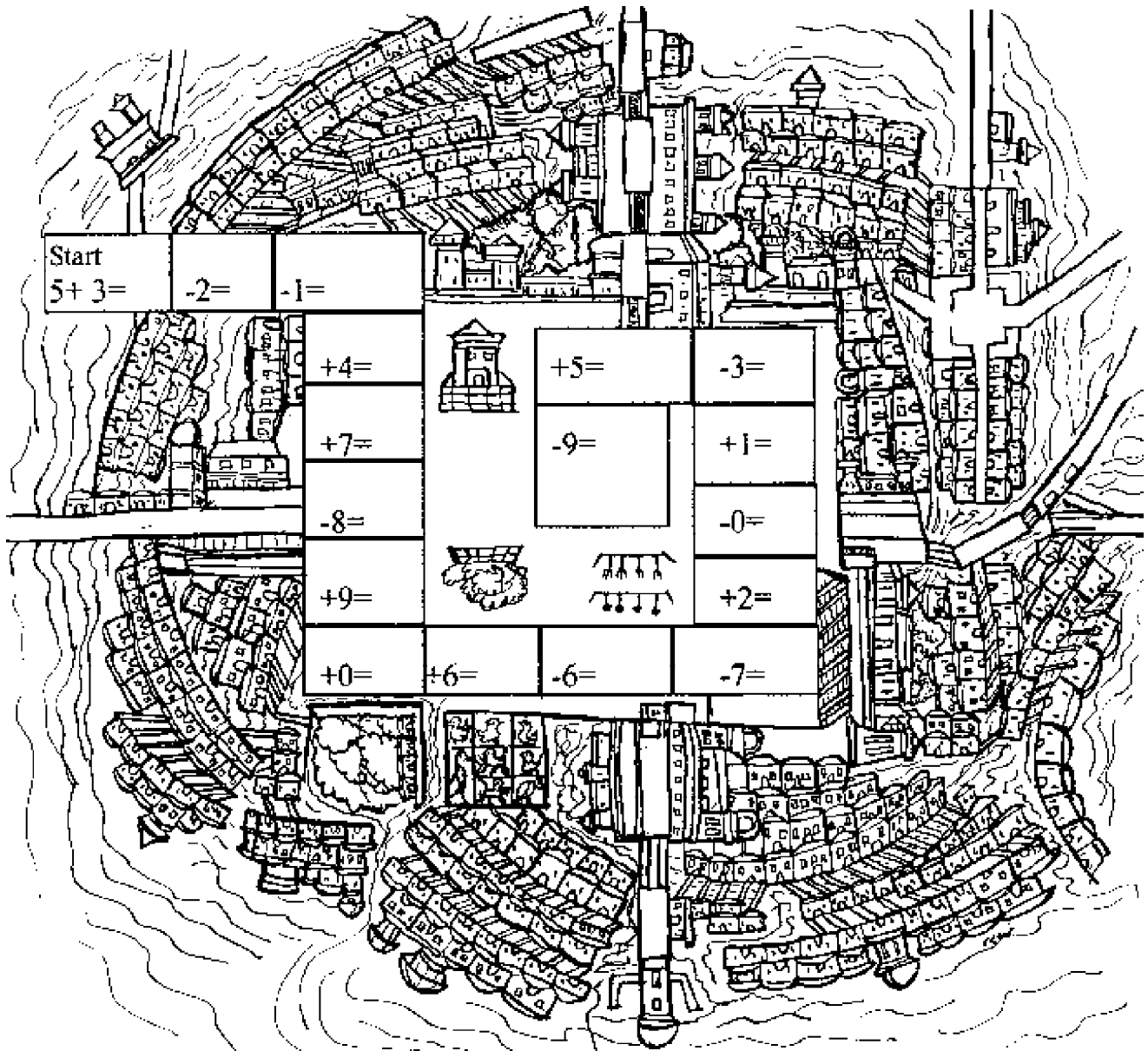


THE CONQUISTADORS AND THE AZTECS

Tenochtitlan, the Aztec Capital

Tenochtitlan became the Aztec capital in 1325 A.D. Tenochtitlan lay at the center of a very large lake. In this city, there were many waterways called “canals” and raised roads called “causeways.” In 1502, Tenochtitlan had a population of 100,000 people. The gardens, zoos, open-air markets, huge colorful buildings, and public squares made Tenochtitlan a beautiful city. Late in the year 1519, the conquistadors, led by Hernando Cortez, entered into Tenochtitlan to meet with the Aztec emperor, Montezuma.

Directions: Help Cortez meet Montezuma by adding or subtracting the numbers in each box. Follow the causeway to the central area of Tenochtitlan. Place an answer in each box and place the final answer in the large square at the center of the city. Next, color the city, canals, and the lake surrounding Tenochtitlan.



THE CONQUISTADORS AND THE AZTECS

Video Quiz

Directions: Answer the following questions as directed by your teacher.

1. TRUE OR FALSE? _____ The Aztec farmers had no knowledge of irrigation.
2. TRUE OR FALSE? _____ The Aztec people had never seen horses until Cortez arrived in Mexico.
3. TRUE OR FALSE? _____ The Aztec people thought that by sacrificing human lives they would have better crops.
4. TRUE OR FALSE? _____ In 1502, the Aztec capital city was slightly smaller than the the biggest city in Spain.
5. TRUE OR FALSE? _____ Aztec guns and cannons were better than those of the Spanish.

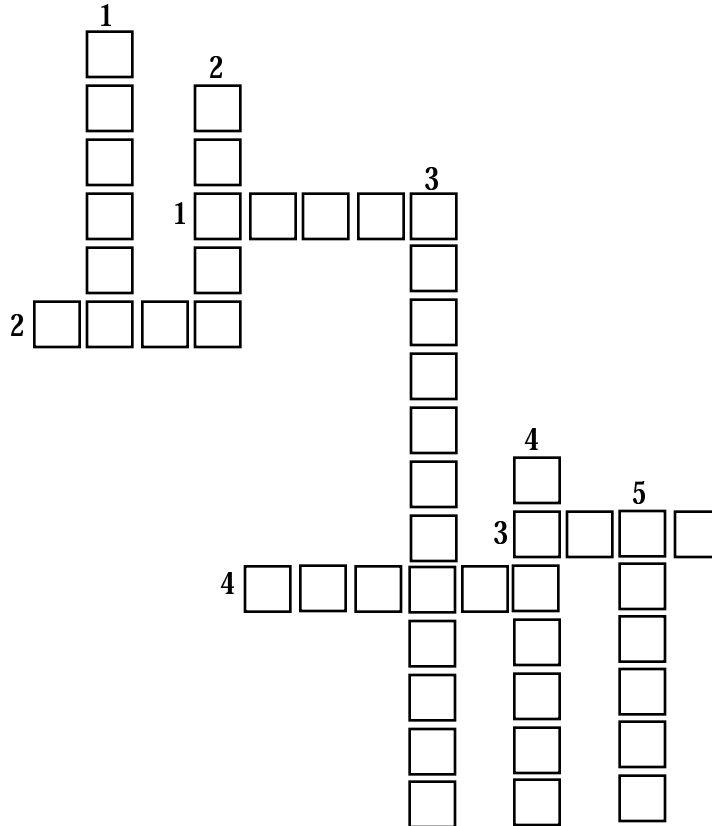
THE CONQUISTADORS AND THE AZTECS

Discussion Questions

Directions: Answer the questions below as directed by your teacher.

1. What were some of the the main reasons Cortez wanted to conquer the Aztec?
2. What were some of the biggest advantages the Spanish had over the Aztecs?
3. What role did the religious beliefs of the Spanish have on the way they treated the Aztec people?
4. How did the country of Spain benefit from the work of the conquistadors?

THE CONQUISTADORS AND THE AZTECS
Crossword Puzzle



Across

1. Montezuma II was the emperor of the _____ tribe.
2. Many tribes in North America raised _____ because it could be ground into flour.
3. In 1530, the _____ tribe was the most powerful in South America.
4. A Spanish man named Hernando _____ left Cuba in 1519 hoping to get rich.

Down

1. The old city of Tenochtitlan was torn down by the Spanish to build a new capital for their colony which is now called _____ City.
2. The King of _____ once ruled most of South America and a large part of North America as well.
3. The Spanish conquerors in the New World were called the _____.
4. The main Spanish conqueror in South America was called Francisco _____.
5. When a group of people settle in a foreign land but remain under the rule of their native country, they have founded a _____.